



Indooroopilly State School – Annual Implementation Plan 2025

EMPOWERING LEARNERS CONNECTING COMMUNITY HARNESSING DIVERSITY

Focus Actions/Goals	Steps To Achieve Focus	Timeline	Measurable Outcomes	Behavioural Success Criteria	Resources/Persons
EMPOWERING LEARNERS					
Implement the Version 9 English Curriculum, utilising Whole School Pedagogy Approach, to improve student literacy and English outcomes	- Develop Whole School English Curriculum Plan (Including CAAP) - Develop year level plans P-6 - Develop Unit Plans and Assessment Materials for each term - Staff development on key pedagogical practices of V9 English eg. Shared and Dialogic Reading and Structured literacy - Whole Day CDD practices to engage in before moderation and planning - Use of Pre-Write processes and after moderation - SIT and English working party collect feedback	End T4 2024 End T4 2024 By W7 each term in advance T1 Staff Days, Sector PD mid each term Week 9/10 each term Pre-Write Week 2 each term Moderation Week 8/9	English Targets A- 45% A/B – 85% Completed documents 100% of teaching staff attended including EALD and inclusion teachers 100% of teaching staff attended including EALD and inclusion Student end of term English writing A-E	Leadership Consult with teaching staff, working parties and strategic team. Strong partnerships between HODCs/Literacy Coach/ DPs for whole school alignment. Creation of three levels of planning documents. Lead planning days. Quality assurance and oversight of enacted curriculum and pedagogical practices. Teacher Implement planned curriculum and targeted pedagogical practices with consistency and fidelity. Reflect on practice and implementation and engage in feedback loops. Attendance at and active engagement in planning days and professional learning. Student Active engagement in new units of learning. Demonstrated growth and success in literacy and English learning area.	HOD-C (Tier 1/Universal) Literacy Coach – Amie DP – Quality assurance support
	DPs/HODs to collaborate prior to planning sessions	Terms 1-4	Learning Assets visible and audible across the school, in	Leaders Use language of learning assets & celebrate LA across the school.	DPs HOD-Cs

student and community engagement to improve student learning behaviours.	to identify key learning assets - Learning Assets embedded in English V9 units in 2025 through Learning Intentions - Whole School Learning Asset - Contributor		school & events, and in classrooms and playgrounds.	Teachers Use LAs in English lessons, through LI&SC. Help children to monitor improvement in LA. Students Can articulate LA and goals for improvement.	
Consolidate Maths curriculum and pedagogy practices. Develop best practice Maths intervention & enrichment practices.	- Maintain Maths V9 Curriculum and Pedagogy approaches – new staff coaching - Identify Maths screener and progress monitoring tool - Develop MTSS Tier 2 & 3 Intervention & Enrichment Maths support strategies	Terms 1-4 Term 2-3 Term 2-3	Maths Targets A- 60% A/B- 95%		HOD-C Sascha HOSES - Marie
CONNECTING COMMUNITY					
Develop the school capacity to cater for the physical, learning, wellbeing and co-curricular needs of the current and future school community	Develop Outdoor Learning Master plan - Create outdoor meeting spaces across the campus - Plan school branding to include visibility of diversity, LA, HONOUR Upgrade B Block walls/ - Traffic Management monitoring &	Semester 1	Master plan exists for outdoors & playgrounds. Parent engagement including volunteering for school events has significantly improved.	Leaders & P&C Exec Actively encourage parent partnerships with school.	Principal - Deb S DP – Wendy DP- Amy BM - Taryn
	Build parent school connection and engagement				

Further develop and streamline school communication (<i>engagement vs behaviour</i>) processes to support the evolving needs of the school community.	- Research current best practice for engagement and positive behaviour development - AERO discussion papers - PD / learning opportunities for staff – prioritising foundation skills-teaching, practising and acknowledging expected classroom management and routines	Terms 1-4 Terms 1-4 Terms 1-4	SOS – above 90% School Behaviour Data - Fewer office referrals 100% of teachers using OneSchool to record behaviours and contacts and to refer DPs / Inclusion 100% of teacher practice reflects Student Code of Conduct. Artefacts exist and are referred to by teachers, students and leadership team.	Leadership Communicate & model consistent messages about student engagement, including restorative conversations, recognising and celebrating staff engagement. Staff Use relaunched model with confidence and consistency to build student engagement practices for all students. Ensure that classroom practice and language aligns with student code of conduct. Consistent use of redeveloped resources and artefacts. Students Follow school and classroom expectation and understand processes for poor engagement choices. Self-re-direct when necessary.	DPs – Wendy and Amy H
Reshaping our approach to enhancing engagement, classroom management and supporting appropriate behaviour choices	- Reshaping of language – student engagement and classroom management vs student behaviour - identify and use strategies to discuss and respond to student engagement; record and refer behaviour incidents via OneSchool - Consistent understanding and recording of minor / major behaviours - Updated Student Code of Conduct to reflect best practice - Updated matrix to include HONOUR online				

	Redevelop HONOUR artefacts				
Further develop and embed digital intelligence	- Monitor Behaviour Data in Years 5-6 around BYOD program. - Digital coach attending planning days of Y5/6 to proactively plan for HONOUR Online and DI - Digital Intelligence mapped into Year 5/6 Technologies units - Regular external communication including parent resources - Facilitating and monitoring the effective use of AI for teaching and learning	End of Semester End 2024. Evaluate for each Term. Sem 1, Sem 2 Inclusion once each Term in Newsletter.	School Behaviour Data Annual mid-year parent, teacher, student BYOD survey	Digital Coach Support Year 5&6 teachers to use digital tools effectively to support best practice in digital pedagogy. Leaders Monitor use of digital tools for quality pedagogical practices & communicate digital intelligence and HONOUR actively across the school. Teachers Promote digital intelligence & HONOUR online and use digital tools in considered and effective ways. Students Follow DI and HONOUR online practices to be safe.	Digital Coach
HARNESSING DIVERSITY					
Introduce a MTSS framework documenting quality differentiation and intervention for all learners at ISS	- Audit of current processes to identify opportunities for improvement - DP & CT Data Conversations using MTSS framework to identify students and provide support (Marker students)	Semester 1 Semester 1 & 2 Semester 1 & 2	A-E Data PAT Data Dibels Data EAL/D Data Attendance Data Behaviour Incidents Data Literacy/English- Utilise whole school data plan to inform Tier 2/3 supports	LET Team Analyse YL Cohort data to identify required areas of improvement. DP & CT Identify areas of need & suggested Tier 1, 2 or 3 support. Leadership Discuss drafts of MTSS framework on a regular basis & provide suggestions for improvement/identify gaps in support.	HOSES (Tier 2/3) Leadership Tier 1 LET Team Tier 1/2/3 CT Tier 1, 2 TA's Tier 1, 2, 3 OT Support Capacity Building at Tier 1- provide Tier 2/3 support GO OT Support Capacity Building at Tier 1- provide Tier 2/3 support School Social Worker OT Support Capacity

	- LET/ Leadership Team – Whole school MTSS framework – literacy, social and emotional wellbeing in 2025 and planning for Maths in 2026. - Co-teaching and collaborative partnerships between LET and Class teachers	Semester 1 & 2	MTSS Framework drafts- identifying areas of need for implementing Tier 2/3 supports sharing ideas SEL- implementation of Tier 2/3 Lunchtime supports Leadership- Ensuring QDTP in place at Tier 1 level Learner Perception Surveys A-E Data 5 P's CO-teaching reflection tool Differentiation Continuum (?) Observation Tool- WOW Student/Staff interviews	LET Team Provide co-teaching Professional Development & ensure co-teaching cycle is authentically implemented Leadership: Walkthroughs of co-teaching partnerships	Building at Tier 1- provide Tier 2/3 support Chappy- Tier 2/3 Support Regional Supports- Tier 3
Further develop systems to recognise, develop and value First Nations and CALD perspectives, knowledge and contributions.	- Re-establish RAC & RAP. - Deliver Crossing Cultures training for all staff. - Continue to embed culturally responsive teaching practices into the curriculum. - Provide training for staff & students in	Term 2 Term 4 SFD Term 1-4		Leaders Promote cultural awareness through curriculum, assembly, events & artefacts. Teachers Engage in culturally responsive teaching practices, giving students opportunities to share own and learn about peers culture. Students	Deb, Sascha & Amy (Mel Mills)

	cultural awareness through Multicultural Australia partnership- PD for parents & staff			Recognise and celebrate their own and others cultures.	
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My answer.

Date: _____

27/03/2025.

Debbie Spanner
Principal

Peter Finch
School Council Chair

Evan Willis
School Supervisor

Date:

3/3/2025

Date: